

Teacher(s): Johnson

Subject: World History

Week of: Sep 11 – 15, 2017

Week: 6

| DAY | PRE-PLANNING | AGENDA | INSTRUCTIONAL STRATEGIES | ASSESSMENT |
|------|---|---|---|---|
| Mon | Standard(s): | <p style="text-align: center;">NO SCHOOL</p> <p style="text-align: center;">HURRICANE IRMA</p> | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other | Formative: |
| | Purpose: | | | Summative: |
| Tues | Standard(s): | <p style="text-align: center;">NO SCHOOL</p> <p style="text-align: center;">HURRICANE IRMA</p> | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other | Formative: |
| | Purpose: | | | Summative: |
| Weds | Standard(s): SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology. d. Identify the Bantu migration patterns and contribution to settled agriculture. e. Explain the rise of the Olmecs | <p>Do Now: Guided Instruction (<i>We do</i>)- Did the study guide help you prepare for the retest?</p> <p>Opening: Focused Instruction (<i>I do</i>)- Explain work session</p> <p>Work Session: Guided Instruction (<i>We do</i>)- Break down all information and confirm accuracy of student answers on the study guide</p> <p>Closing: Guided Instruction (<i>We do</i>)- what area is your weakest?</p> <p>Home Learning: Study for retest tomorrow</p> | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other | Formative: Teacher Observation Q&A Study guide |
| | Purpose: To reinforce results of student work on their study guides | | | Summative: |

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|-------|--|---|---|--|
| Thurs | Standard(s): N/A | Do Now: Guided Instruction (We do) – Report to Lab 126 Opening: Focused Instruction (I do) – Remind student of Achieve 3000 online procedures Work Session: Independent Learning (You do alone) – complete assigned Achieve 3000 reading enhancement exercise Closing: Guided Instruction (We do) – Report your activity score Home Learning: | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Achieve 3000 | Formative: Teacher Observation Q&A Achieve 3000 |
| | Purpose: To provide students further opportunity to increase their lexile level on Achieve 3000 online program | | | Summative: |
| Fri | Standard(s): SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology. d. Identify the Bantu migration patterns and contribution to settled agriculture. e. Explain the rise of the Olmecs | Do Now: Guided Instruction (We do)- 5 minute quick study Opening: Focused Instruction (I do)- explain retest procedures Work Session: Independent Learning (You do alone)- complete WH 1 Retest Independent Learning (You do alone)- skim over Chapter 7, Sections 1 & 2 for Friday Closing: Guided Instruction (We do)- Home Learning: | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib Other | Formative: Teacher Observation Q&A |
| | Purpose: To provide the students an opportunity to increase their mastery of the information | | | Summative: WH 1 Retest |